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ABSTRACT

Pre-college characteristics of 99 University of North Carolina at Wilmington (UNCW) freshmen were assessed, based on routine pre-college admission information and a national survey of entering freshmen conducted by the Cooperative Institutional Research Program. Using the 1984 Student Information Form, data were collected on UNCW freshmen demographic characteristics, secondary school background, reasons for attending college and UNCW, tutoring needs, living plans/preferences, financial aid, family income, parent's education and careers, academic and occupational aspirations, and activities engaged in by the student in the past year. The typical freshman was white (96 percent) and an in-state resident (95 percent). Fifty percent received over $2,000 in parental aid for their first year educational expenses, while slightly over 13 percent received $1,000-1,499 in Pell Grant money. Getting a better job was cited by 86 percent of the sample as a very important reason for attending college, while learning was cited by 77 percent, and making more money by 75 percent. UNCW was the student's first choice for 77 percent of the respondents. Finally, 14 percent had some type of remedial work in high school, especially in foreign languages and math. The survey questionnaires are appended, along with findings for each item. (SW)

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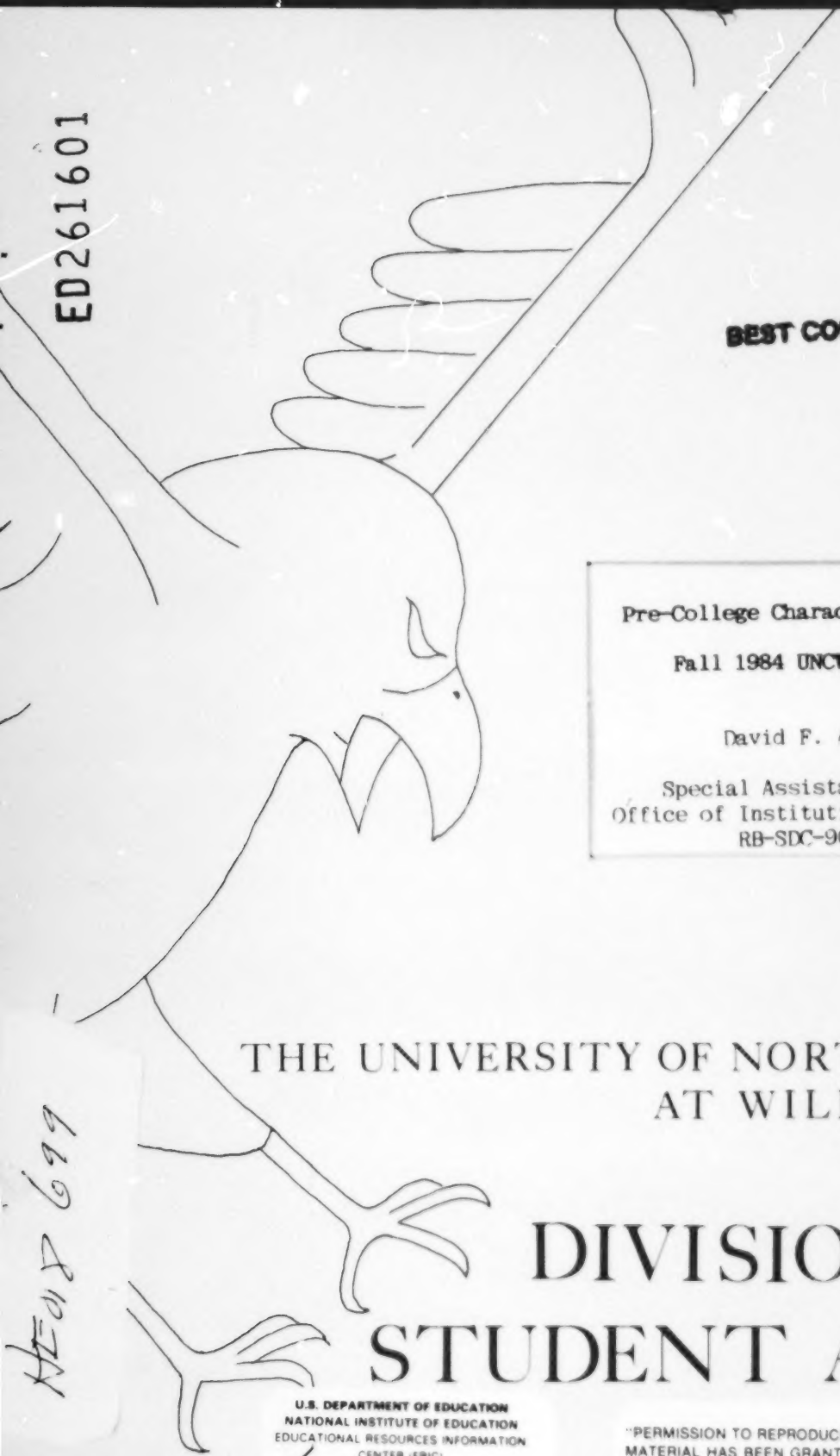

Pre-College Characteristics of

Fall 1984 UNCW Freshmen

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RB-SDC-90484

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AT WILMINGTON

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HE 019 699

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PRE-COLLEGE CHARACTERISTICS OF FALL 1984 UNCW NEW FRESHMEN: PRELIMINARY FINDINGS

What are the processes that cause students to leave higher education? Are students "attrition prone" when they arrive on campus? These are only two of a multitude of thorny questions that plague retention researchers. Identification of pre-college characteristics and early college experiences are two current means of predicting attrition (Hackman & Dysinger, 1970; Pantages & Creedon, 1978; Pascarella & Terenzini, 1977). Although these predictive efforts have met with only limited success, some generally agreed upon findings have emerged. Since the first national study was completed in the 1930's, degree completion rates have remained markedly stable. Approximately 40 to 60 percent of an entering freshmen class from a typical college will earn a degree within four years (Astin, 1975; Cope & Hannah, 1975). The range of attrition rates varies between individual institutions with a low of 10 percent at highly selective four year private institutions to as high as 80 percent at some open admission four year public institutions (Cope & Hannah, 1975). UNCW currently graduates approximately ~~30~~ 19.4 percent of an entering freshmen class after four years. Approaches to the attrition problem using discriminant analysis report successful prediction rates ranging from less than chance to a high of 84 percent (Mathis, 1976; Pascarella & Terenzini, 1977; Santa Cruz, 1980). Such models assume that the decision to drop out is usually not an impulsive one, but rather, one which takes place over an extended period of time. They further assume that an institution could intervene prior to a final decision being made.

This study is a preliminary report on the first of a three phase system designed to predict persisters from non-persisters at UNCW. Phase I includes pre-college characteristics, those which exist prior to the time of college enrollment (report available spring 1985). Phase II consists of early college experiences, those which emerge or become an important consideration as a result of the students' interaction with the college's social and academic environment during the first semester (report available summer 1985). Phase III describes sophomore experiences, those which include and/or transcend the early college experiences midway through the sophomore year (report available spring 1986). This three phase longitudinal student retention management system will conclude its final report on the current freshmen cohort by summer 1986.

Pre-college characteristics (Phase I) are the basic component of the system and represent a combination of routine pre-college admissions information and results from a national survey of entering freshmen conducted by the Cooperative Institutional Research Program (CIRP) of the American Council on Education. What is described in the remainder of this report are preliminary findings from the CIRP survey. Data collected from each student include: demographic characteristics, secondary school background, college finances, orientation toward college, aspirations, and attitudes and values. The American Council on Education (ACE) and UCLA have conducted the CIRP Survey for the past 18 years to assist institutions in determining how their students are affected by the colleges they attend. The final CIRP report (not available until mid December 1984) will compare UNCW students to students nationally.

METHOD

Instrument

The 1984 Student Information Form provided by ACE was administered to the incoming freshmen students who attended the SOLAR (Summer Orientation Learning, Advising and Registration) program at UNCW. Rather than wait for final survey results from ACE, a sample was drawn and selected items were analyzed. Directors within the Division of Student Affairs were sent blank CIRP surveys to identify items that they would find of immediate use. This resulted in 25 of 50 items being selected. Item numbers chosen are circled on the sample provided in the Appendix.

PARTICIPANTS

To expedite matters for UNCW, a systematic random sample (stratified by orientation session) of 99 students was drawn from 903 completed surveys. This random drawing represents 11 percent of the population. Of 916 students preregistered, 903 or 99 percent completed the instrument. Although these results will lack a national comparison, they will yield significant pre-college characteristics of the entering UNCW freshmen class. The sample of 99 students was made up of 42 percent male and 58 percent female, ranging from 17 to 20 years of age, with 92.2 percent white, 3.3 percent black, 2.4 percent American Indian, and 2.1 percent other. Chi-square Goodness-of-Fit tests with a significance level of .05 indicated that the sample respondents were representative of the population from which they had been drawn with respect to sex, race, and residency status.

PROCEDURE

To reach the largest group possible, the survey was distributed after the Math/English Placement Tests at the end of the first day of a two-day orientation. A total of three orientation sessions were held

between June 14 - 22. Directions were read to students as well as stated on the questionnaire. Responses were recorded on an optically read computer coding form. Students were told the survey was voluntary and provided name, social security number, and phone number. Confidentiality of information was stressed.

Both descriptive and inferential statistical analyses were undertaken using SPSSX (Statistical Package for the Social Sciences) through Digital's VAX 11/780 minicomputer. Table 1 gives frequency information comparing males with females across items. Percentages are based on column totals. Not all students answered all questions. Where more than one response was solicited, results exceed 100 percent.

The inferential statistical test of Chi-square was used to determine whether two frequency distributions differed significantly from each other. The correlational technique, Kendall's tau (B), is reported to assist in interpreting the magnitude of relationship for significant Chi-squares. Analysis of variance (ANOVA) was used to determine differences between mean scores and whether various factors interact significantly with each other. All significant F tests from the Anovas were followed by post-hoc comparisons using the Scheffé test where appropriate. A minimum significance level of .05 was used for all analyses.

RESULTS

* The typical freshmen was a healthy (90 percent), white (96 percent), 18 year old (74 percent), in-state resident (95 percent), female (57 percent) whose parents most likely did not attend the orientation session (66 percent). She is as likely to come from a family making between $20,000 and $24,999 (14 percent) as she is one with an income between $50,000 and $99,999 (14 percent). Her father most likely would have a college degree (25 percent) and work as a business executive (14

percent). Her mother most likely would be a high school graduate (42 percent) and work in either clerical business (21 percent) or as a homemaker (21 percent).

* For most, UNCW was the student's first choice (77 percent). Over half (58 percent) made the decision to attend UNCW during January - March, after being accepted. Fifty percent of the group receive over $2,000 in parental aid for their first year educational expenses. Just over 13 percent claim to receive from $1,000 - $1,499 in Pell Grant money. No other grants or loans exceeded 9 percent of the group and do not merit reporting since most awards had not been made at the time students completed the survey. Over 36 percent expect to contribute less than $500 from part-time employment while in school. Forty-one percent saved no more than $500 from summer work to be used toward expenses.

* In terms of activities engaged in by students during the past year, most attended a religious service (58 percent), lettered in a varsity sport (53 percent), missed a homework assignment (87 percent), did extra reading for a course (72 percent), took vitamins (66 percent), did volunteer work (73 percent), missed school due to illness (78 percent), attended a concert (81 percent), did vigorous exercise besides jogging (54 percent) and stayed up all night (87 percent).

* Fourteen percent of all respondents have <u>had</u> some type of redemial work in high school with the greatest share of these in foreign languages and math. Over four out of ten (42 percent) of all students claim that they will <u>need</u> remedial work with almost half (48 percent) of these citing math and over a fifth (21 percent) needing foreign language remediation.

* Nearly all (86 percent) of the sample cited "get a better job" as the reason noted as very important in deciding to go to college. Second to

this was "learn more about things" (77 percent), followed by "make more money" (75 percent).

* When asked to note the reasons that might have influenced their decision to attend UNCW, answers were split between "this college's graduates get good jobs" (28 percent), "this college has a good reputation for its social activities" (27 percent), and "this college has a very good academic reputation" (26 percent).

* Most students (65 percent) plan to live in a college Residence Hall, but are evenly split between where they would prefer to live during the fall term, with 33 percent saying "other private home or apartment" and 33 percent saying "college Residence Hall". Over three-fourths (77 percent) were not denied on-campus housing with 5 percent saying they were.

* Three programs considered "very important" for students included sex education (44 percent), the fraternity/sorority system (40 percent), and sports clubs (40 percent).

* When asked what their best guess as to the chances of them doing several things, three items rated over 50 percent as "very good" that they will: "find a job after college in the field for which you were trained" (64 percent), "get a bachelor's degree" (61 percent), and "transfer to another college before graduating" (57 percent - - includes "very good" plus "some chance").

* For probable career occupation, the largest group responded "undecided" (14 percent), while 13 percent cited "business executive" and 10 percent said "computer programmer."

A FURTHER ANALYSIS OF THE DATA

One of the curiosities related to the survey was the relationship between reasons chosen by students in deciding to go to college in general and reasons that might have influenced their decision to attend UNCW.

Students who decided to go to college to get away from home apparently did not want to go too far since they chose UNCW because they wanted to live near home ($X^2_4 = 19.06$, $T = -.41$, $p < .01$). Ones who chose college as a means of gaining a general education and appreciation of ideas and/or to prepare for graduate or professional school chose UNCW because its graduates gained admission to top graduate or professional schools ($X^2_4 = 9.98$, $T = .25$, $p < .05$; $X^2_6 = 14.56$, $T = .29$, $p < .05$). Students who chose college in order to make them a more cultured person chose UNCW because it offers special educational programs ($X^2_6 = 17.60$, $T = .28$, $p < .01$). Ones who decided on college as a means of making money chose UNCW based on the advice of their Guidance Counselor ($X^2_4 = 48.30$, $T = .22$, $p < .01$). Students who found it important to go to college to learn more about things that interest them chose UNCW for three reasons: It has a very good academic reputation, ($X^2_6 = 26.04$, $T = .35$, $p < .01$), offers special educational programs, ($X^2_6 = 17.87$, $T = .32$, $p < .01$), and its graduates get good jobs ($X^2_6 = 12.76$, $T = .33$, $p < .05$). Those who chose college to meet new and interesting people decided upon UNCW because it has a good reputation for its social activities ($X^2_6 = 22.26$, $T = .39$, $p < .01$).

Another curiosity was related to special tutoring or remedial needs and the students best guess as to the chance they will actually seek tutoring help. Of six subjects listed, only math was chosen as a special

tutoring need that was also significantly related to chances of getting tutoring help in specific courses ($X^2_3 = 12.53$, $T = -.34$, $p < .01$).

An analysis of variance was done to compare expectations of living in coed housing (Q 40) with housing preference (Q 14) and denial of on-campus housing (Q 44). Students who preferred student housing also expected to eventually live in a coed residence hall ($F = 6.42$, $df = 5/64$, $p < .05$). A further analysis indicated that expectations for coed living was strongly related to housing preference with nearly a third (32 percent) of the variance between average scores being explained. When scores were grouped into either a preference for on-campus or off-campus housing students who preferred any type of on-campus housing thought their chances of living in a coed residence hall were very good ($F = 13.46$, $df = 1/91$, $p < .05$). Whether or not a student was denied on-campus housing was not significantly related to expectations toward coed living.

When parent's income was compared with sex and parent's contribution to educational expenses, significance was found between parent's income and contribution ($F = 6.79$, $df = 4/62$, $p < .05$). However, only 26 percent of the variance was explained between groups. Students gender was not related to either income or contribution. Pairwise comparisons of parent's various contribution levels (none to over $2,000) showed that parents who contributed nothing to their child's educational expenses made significantly less per year than those who contributed at least $1,500. Not surprisingly, parents who contribute less than $500 made significantly less than those who contributed at least $2,000. No other pairings were significant.

Several comparisons were made that were not found to be statistically significant but yielded interesting results. It was

expected that if a student believed he/she would transfer then UNCW might not be their first choice. This did not hold. It was further expected that if a student cited a need for tutoring in a specific course, he/she would also answer that getting tutoring help would be likely. Science and foreign language were cited as tutoring needs but not related to chances of getting tutoring help. Finally, parent's income and education were not related to a students perceived chance of being elected to an academic honor society, graduating with honors, making at least a B average, and completing a bachelor's degree.

SUMMARY AND IMPLICATIONS

UNCW participated in a national survey of entering freshmen conducted by ACE's Cooperative Institutional Research Program (CIRP). This study reflects preliminary findings of pre-college characteristics of our new freshmen. To expedite usability of data, an in-house analysis was undertaken prior to CIRP rendering its final report. Half of the items on the survey were analyzed based upon input from a stratified random sample of ninety-nine freshmen who participated in one of three orientation sessions held this summer. Sample respondents did not differ from the population with respect to sex, race, and residency status. Students answered questions related to: tutoring needs, living plans/preferences, choice of college, financial aid, past activities, decision to attend college/UNCW, family income, parent's education, careers, chances that certain outcomes would occur, parents present at orientation, timing of decision to attend UNCW, denial of campus housing, and programs for students.

It was found that reasons chosen by students in deciding to go to college in general are significantly related to reasons that might have influenced their decision to attend UNCW. For example, going to college "to gain a general education and appreciation of ideas and/or to prepare for graduate or professional school" was related to choosing UNCW because "its graduates gain admission to top graduate or professional schools."

Academic needs and the student's estimate of the chances that certain outcomes would occur were related. Students citing math as a special tutoring need also self-predicted that they would get tutoring help in specific courses.

In terms of housing, it was found that students who preferred living on campus also predicted their chances of living in coed housing were good.

Finally the data point out that parent's contribution to educational expenses is positively related to parent's income. Although this preliminary analysis is not conclusive, relying on parental support has a small but statistically significant positive effect on the student's ability to persist in college (Astin, 1975). Information related to scholarships, grants, loans, and other financial sources is limited since most awards had not been made at the time of the survey.

These preliminary findings, as part of the first of three phases in a longitudinal student retention management system, should be of particular relevance to decision makers. Three limitations, however, are noted. First, the results apply primarily to single students who are recent high school graduates; second, many generalizations apply only to the full-time student; and third, the findings are probably only applicable to students pursuing a degree beyond the associate level.

After entering characteristics such as reported here are taken into account, the students chances of finishing college can be improved by a number of experiential factors described by Astin (1975): Getting good grades in college, staying single (for women), and not having children (both sexes), living in a college Residence Hall rather than at home, and having a part-time job. Enhance persistence by participation in ROTC or in extracurricular activities such as sports and fraternities, or sororities. Financial Aid, in the form of either parental support, scholarships, or grants, also helps. Loans were found to reduce men's chances of finishing college. Transfers from one four-year college to another also have somewhat reduced persistence chances.

Hopefully, the study of student persistence at UNCW will provide decision makers with a better empirical basis for choosing alternatives to minimize student drop-out rates.

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APPENDIX

SUPPLEMENTARY QUESTIONS FOR
1984 UNCW FRESHMEN SURVEY

DIRECTIONS: These questions are specifically intended for UNC-W purposes. Please use response areas 41-50 on your 1984 Student Information Form to record <u>one</u> answer per question. Thank you for not marking on this form

(41) What orientation session did you attend?

a. June 14-15

b. June 17-18

c. June 21-22

(42) Did your parents attend the summer orientation program?

a. Yes

b. No

(43) After you were accepted to UNCW, when in the past year did you decide to attend?

a. January-March

b. April-June

c. July-September

d. October-December

e. Accepted and decided to attend more than one year ago

(44) Were you denied on-campus housing?

a. Yes

b. No

c. Did not apply for on-campus housing

For items 45-50, please rate the importance of providing the following programs for students:

A=VERY IMPORTANT B=SOMEWHAT IMPORTANT C=NOT IMPORTANT

(45) Alcohol Education Program

(46) Fraternity/Sorority System

(47) Intramurals

(48) Sports Clubs

(49) Leadership Development Program

(50) Sex Education Programs (e.g., rape awareness and prevention)

THANK YOU FOR PARTICIPATING IN THIS RESEARCH EFFORT!

TABLE I
CIRP SAMPLE
1984 FRESHMEN SURVEY (N=99)*

SUMMARY OF DATA ON ENTERING UNCW FRESHMEN FOR FALL 1984

ITEM DESCRIPTION	MALE	FEMALE (PERCENTAGES)	TOTAL
RESIDENCY	N= 42	57	99
In-State	(100.0)	(94.7)	(97.0)
Out-of-State	(0.0)	(5.3)	(3.0)
	(100.0)	(100.0)	(100.0)
AGE BY DECEMBER 31, 1984	N= 42	57	99
16 or younger	(0.0)	(0.0)	(0.0)
17	(2.4)	(3.5)	(3.0)
18	(61.9)	(73.7)	(68.7)
19	(31.0)	(22.8)	(26.9)
20 or older	(2.4)	(0.0)	(1.4)
	(100.0)	(100.0)	(100.0)
RACIAL BACKGROUND	N= 41	56	97
White/Caucasian	(87.8)	(96.4)	(92.2)
Black/Negro/Afro-American	(4.9)	(1.8)	(3.3)
American Indian	(4.9)	(0.0)	(2.4)
Other	(2.4)	(1.8)	(2.1)
	(100.0)	(100.0)	(100.0)
ESTIMATED PARENTAL INCOME	N= 33	43	76
Less than $4,000	(0.0)	(2.3)	(1.3)
$4,000 - $5,999	(0.0)	(4.7)	(2.6)
$6,000 - $7,999	(3.0)	(2.3)	(2.6)
$8,000 - $9,999	(3.0)	(2.3)	(2.6)
$10,000 - $12,499	(3.0)	(7.0)	(5.3)
$12,500 - $14,999	(6.1)	(4.7)	(5.3)
$15,000 - $19,999	(9.1)	(7.0)	(7.9)
$20,000 - $24,999	(12.1)	(14.0)	(13.2)
$25,000 - $29,999	(12.1)	(7.0)	(9.3)
$30,000 - $34,999	(9.1)	(7.0)	(7.9)
$35,000 - $39,999	(9.1)	(9.1)	(9.1)
$40,000 - $49,999	(12.1)	(11.6)	(11.8)
$50,000 - $99,999	(15.2)	(14.0)	(14.5)
$100,000 or more	(6.1)	(7.0)	(6.6)
	(100.0)	(100.0)	(100.0)
HAVE HAD REMEDIAL WORK IN: (Multiple response item)	N= 8	6	14
English	1 (12.5)	1 (16.7)	2 (14.3)
Reading	0 (0.0)	1 (16.7)	1 (7.1)
Math	2 (25.0)	1 (16.7)	3 (21.4)
Social Studies	1 (12.5)	1 (16.7)	2 (14.3)
Science	1 (12.5)	1 (16.7)	2 (14.3)
Foreign Language	3 (37.5)	1 (16.7)	4 (28.6)
	(100.0)	(100.0)	(100.0)

WILL NEED REMEDIAL WORK IN:	N= 19	23	42
English	2 (10.5)	1 (4.3)	3 (7.2)
Reading	1 (5.3)	1 (4.3)	2 (4.8)
Math	8 (42.1)	12 (52.2)	20 (47.6)
Social Studies	0 (0.0)	0 (0.0)	0 (0.0)
Science	3 (15.8)	5 (21.8)	8 (19.0)
Foreign Languague	5 (26.3)	4 (17.4)	9 (21.4)
	(100.0)	(100.0)	(100.0)
DISABLED	N= 42	57	99
No	(90.5)	(89.5)	(89.9)
Yes	(9.5)	(10.5)	(10.1)
	(100.0)	(100.0)	(100.0)
TYPE OF DISABILITY	N= 4	6	10
(Multiple response item)			
Hearing	0 (0.0)	1 (16.7)	1 (10.0)
Speech	0 (0.0)	0 (0.0)	0 (0.0)
Orthopedic	0 (0.0)	2 (33.0)	2 (20.0)
Learning Disability	1 (25.0)	0 (0.0)	1 (10.0)
Health-Related	1 (25.0)	0 (0.0)	1 (10.0)
Partially Sighted or Blind	1 (25.0)	2 (33.0)	3 (30.0)
Other	1 (25.0)	1 (16.7)	2 (20.0)
	(100.0)	(100.0)	(100.0)
UNCW IS STUDENT'S	N= 42	56	98
First Choice	(85.7)	(71.4)	(77.6)
Second Choice	(14.3)	(28.6)	(22.4)
	(100.0)	(100.0)	(100.0)
REASON NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE	No. (%)	No. (%)	No. (%)
(Multiple response item)			
Parents wanted me to go	41 (36.6)	57 (43.9)	98 (40.8)
Could not find a job	40 (0.0)	56 (3.6)	96 (2.1)
Get away from home	41 (14.6)	57 (17.5)	98 (16.3)
Get a better job	41 (90.2)	57 (82.5)	98 (85.7)
Gain a general education	39 (66.7)	57 (63.2)	96 (64.6)
Improve reading-study skills	39 (35.9)	55 (40.0)	94 (38.3)
Nothing better to do	40 (0.0)	55 (3.6)	95 (2.1)
Become a more cultured person	40 (32.5)	55 (36.4)	95 (34.7)
Make more money	39 (84.6)	57 (68.4)	96 (75.0)
Learn more about things	40 (77.5)	56 (76.8)	96 (77.1)
Meet new and interesting people	40 (57.5)	57 (64.9)	97 (61.9)
Prepare for graduate school	40 (52.5)	56 (44.6)	96 (47.9)
REASONS NOTED AS VERY IMPORTANT IN SELECTING UNCW	No. (%)	No. (%)	No. (%)
(Multiple response item)			
Relatives wanted me to come here	39 (7.7)	55 (5.5)	94 (6.4)
Teacher advised me	39 (0.0)	54 (1.9)	93 (1.1)
Has a good academic reputation	39 (12.8)	56 (35.7)	95 (26.3)
Offered financial assistance	39 (12.8)	54 (7.4)	93 (9.7)
Has a good social reputation	39 (20.5)	55 (30.9)	94 (26.6)
Advice of someone who attended	0 (0.0)	0 (0.0)	0 (0.0)
Offers special education programs	39 (10.3)	54 (9.3)	93 (9.7)
Has low tuition	39 (7.7)	56 (14.3)	95 (11.6)
Advice of guidance counselor	38 (2.6)	55 (1.8)	93 (2.2)
Wanted to live at home	38 (13.2)	55 (9.1)	93 (10.8)

REASONS NOTED AS VERY IMPORTANT IN SELECTING UNCW (Continued)	No.	(%)	No.	(%)	No.	(%)
Friend suggested attending	38	(5.3)	55	(7.3)	93	(6.5)
College representative recruited me	0	(0.0)	0	(0.0)	0	(0.0)
Athletic representative recruited me	38	(2.6)	55	(3.6)	93	(3.2)
Increased acceptance to grad school	37	(18.9)	54	(22.7)	91	(20.9)
Increased chances for good job	36	(25.0)	54	(29.6)	90	(27.8)
No financial aid by first choice	38	(0.0)	49	(1.8)	87	(1.1)
PROBABLE CAREER OCCUPATION	N=	42		57		99
Accountant or Actuary	1	(2.3)	8	(14.0)	9	(9.0)
Actor or Entertainer	0	(0.0)	0	(0.0)	0	(0.0)
Architect or Urban Planner	0	(0.0)	0	(0.0)	0	(0.0)
Artist	2	(4.8)	1	(1.7)	3	(3.0)
Business (Clerical)	0	(0.0)	1	(1.7)	1	(1.0)
Business Executive	7	(16.7)	6	(10.5)	13	(13.1)
Business Owner	0	(0.0)	2	(3.5)	2	(2.0)
Business Salesman or Buyer	1	(2.3)	1	(1.7)	2	(2.0)
Clergyman	0	(0.0)	0	(0.0)	0	(0.0)
Clergy (other religious)	0	(0.0)	0	(0.0)	0	(0.0)
Clinical Psychologist	0	(0.0)	2	(3.5)	2	(2.0)
College Teacher	0	(0.0)	0	(0.0)	0	(0.0)
Computer Programmer	5	(11.9)	5	(8.8)	10	(10.1)
Conservationist	0	(0.0)	0	(0.0)	0	(0.0)
Dentist	0	(0.0)	0	(0.0)	0	(0.0)
Dietitian	0	(0.0)	1	(1.7)	1	(1.0)
Engineer	2	(4.8)	2	(3.5)	4	(4.0)
Farmer or Rancher	0	(0.0)	0	(0.0)	0	(0.0)
Foreign Service Worker	0	(0.0)	1	(1.7)	1	(1.0)
Homemaker (Full-time)	0	(0.0)	0	(0.0)	0	(0.0)
Interior Decorator	0	(0.0)	2	(3.5)	2	(2.0)
Interpretor	0	(0.0)	0	(0.0)	0	(0.0)
Lab Technician or Hygienist	0	(0.0)	0	(0.0)	0	(0.0)
Law Enforcement Officer	1	(2.3)	0	(0.0)	1	(1.0)
Lawyer	2	(4.8)	1	(1.7)	3	(3.0)
Military Service	3	(7.0)	0	(0.0)	3	(3.0)
Musician	0	(0.0)	0	(0.0)	0	(0.0)
Nurse	0	(0.0)	1	(1.7)	1	(1.0)
Optometrist	0	(0.0)	0	(0.0)	0	(0.0)
Pharmacist	0	(0.0)	0	(0.0)	0	(0.0)
Physician	1	(2.3)	0	(0.0)	1	(1.0)
School Counselor	0	(0.0)	1	(1.7)	1	(1.0)
School Principal or Superintendent	0	(0.0)	0	(0.0)	0	(0.0)
Scientific Researcher	4	(9.5)	0	(0.0)	4	(4.0)
Social Worker	0	(0.0)	1	(1.7)	1	(1.0)
Statistician	0	(0.0)	0	(0.0)	0	(0.0)
Therapist	0	(0.0)	0	(0.0)	0	(0.0)
Teacher or Administrator (Elementary)	0	(0.0)	3	(5.2)	3	(3.0)
Teacher or Administrator (Secondary)	0	(0.0)	1	(1.7)	1	(1.0)
Veterinarian	0	(0.0)	0	(0.0)	0	(0.0)
Writer or Journalist	0	(0.0)	1	(1.7)	1	(1.0)
Skilled Trades	0	(0.0)	0	(0.0)	0	(0.0)
Other	4	(9.5)	5	(8.8)	9	(9.0)
Undecided	4	(9.5)	10	(17.5)	14	(14.1)
Laborer (Unskilled)	0	(0.0)	0	(0.0)	0	(0.0)
Semi-Skilled Worker	0	(0.0)	0	(0.0)	0	(0.0)
Other Occupation	0	(0.0)	0	(0.0)	0	(0.0)
Unemployed	0	(0.0)	0	(0.0)	0	(0.0)

FATHER'S EDUCATION	N=	40		56		96	
Grammar School or less			(2.5)		(7.1)		(5.2)
Some High School			(12.5)		(3.6)		(7.3)
High School Graduate			(22.5)		(17.9)		(19.8)
Postsecondary other than college			(5.0)		(12.5)		(9.4)
Some College			(27.5)		(19.6)		(22.9)
College Degree			(20.0)		(25.0)		(22.9)
Some Graduate School			(2.5)		(0.0)		(1.0)
Graduate Degree			(7.5)		(14.3)		(11.5)

FATHER'S OCCUPATION	N=	42		57		97	
Accountant or Actuary		2	(4.8)	0	(0.0)	2	(2.0)
Artist		0	(0.0)	1	(1.7)	1	(1.0)
Business (Clerical)		0	(0.0)	1	(1.7)	1	(1.0)
Business Executive		4	(9.5)	8	(14.0)	12	(12.1)
Business Owner		4	(9.5)	8	(14.0)	12	(12.1)
Business Salesman or Buyer		2	(4.8)	4	(7.0)	6	(6.0)
Clergyman		1	(2.3)	1	(1.7)	2	(2.0)
Computer Programmer		0	(0.0)	1	(1.7)	1	(1.0)
Conservationist		0	(0.0)	1	(1.7)	1	(1.0)
Engineer		6	(14.2)	4	(7.0)	10	(10.1)
Farmer or Rancher		2	(4.8)	1	(1.7)	3	(3.0)
Lab Technician		1	(2.3)	0	(0.0)	1	(1.0)
Law Enforcement Officer		0	(0.0)	2	(3.5)	2	(2.0)
Military Service		3	(7.1)	2	(3.5)	5	(5.0)
Pharmacist		0	(0.0)	1	(1.7)	1	(1.0)
Physician		0	(0.0)	2	(3.5)	2	(2.0)
School Principal or Superintendent		0	(0.0)	1	(1.7)	1	(1.0)
Teacher or Administrator (Secondary)		0	(0.0)	3	(5.2)	3	(3.0)
Writer or Journalist		0	(0.0)	1	(1.7)	1	(1.0)
Skilled Trades		4	(9.5)	4	(7.0)	8	(8.0)
Laborer (Unskilled)		2	(4.8)	0	(0.0)	2	(2.0)
Semi-Skilled Worker		4	(9.5)	0	(0.0)	4	(4.0)
Other Occupation		2	(4.8)	10	(17.5)	12	(12.1)
Unemployed		1	(2.3)	0	(0.0)	1	(1.0)

MOTHER'S EDUCATION	N=	42		57		99	
Grammar School or less			(0.0)		(0.0)		(0.0)
Some High School			(4.8)		(1.8)		(3.0)
High School Graduate			(40.5)		(42.1)		(41.4)
Postsecondary other than college			(16.7)		(14.0)		(15.2)
Some College			(19.0)		(12.3)		(15.2)
College Degree			(11.9)		(19.3)		(16.2)
Some Graduate School			(0.0)		(3.5)		(2.0)
Graduate Degree			(7.1)		(7.0)		(7.1)

MOTHER'S OCCUPATION	N=	42		57		99	
Accountant or Actuary		2	(4.8)	0	(0.0)	2	(2.0)
Artist		0	(0.0)	1	(1.7)	1	(1.0)
Business (Clerical)		8	(19.0)	12	(21.1)	20	(20.2)
Business Executive		2	(4.8)	2	(3.5)	4	(4.0)
Business Owner		2	(4.8)	1	(1.7)	3	(3.0)
Business Salesman or Buyer		1	(2.3)	0	(0.0)	1	(1.0)

MOTHER'S OCCUPATION (Continued)	N= 42		57		99	
Computer Programmer	0	(0.0)	1	(1.7)	1	(1.0)
Homemaker (Full-time)	4	(9.5)	12	(21.1)	16	(16.2)
Lab Technician	1	(2.3)	0	(0.0)	1	(1.0)
Nurse	3	(7.1)	4	(7.0)	7	(7.1)
Social Worker	1	(2.3)	0	(0.0)	1	(1.0)
Teacher or Administrator (Elementary)	3	(7.1)	6	(10.5)	9	(9.0)
Teacher or Administrator (Secondary)	1	(2.3)	1	(1.7)	2	(2.0)
Skilled Trades	1	(2.3)	1	(1.7)	2	(2.0)
Semi-Skilled Worker	2	(4.8)	1	(1.7)	3	(3.0)
Other Occupation	7	(16.7)	12	(21.1)	19	(19.2)
Unemployed	1	(2.3)	1	(1.7)	2	(2.0)

ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR (Multiple response item)	No.	(%)	No.	(%)	No.	(%)
Speech or Debate Contest	39	(12.9)	57	(14.1)	96	(13.6)
Wrote Computer Programs	40	(55.0)	57	(40.3)	97	(46.4)
Played Musical Instrument	40	(42.5)	57	(52.6)	97	(48.4)
Took TV Course	39	(0.0)	57	(0.0)	96	(0.0)
Took Computer Assisted Course	40	(45.0)	56	(37.5)	96	(40.6)
Attended Religious Service[1]	41	(61.0)	57	(56.1)	98	(58.2)
Elected Pres of Student Organization	40	(27.5)	57	(35.1)	97	(32.0)
Music Contest	40	(20.0)	56	(10.7)	96	(14.6)
Bored in Class[1]	42	(26.2)	57	(52.6)	99	(41.4)
Major Part in Play	41	(21.9)	56	(19.7)	97	(20.7)
Varsity Letter for Sports	40	(57.5)	56	(50.0)	96	(53.1)
Missed Homework Assignment	41	(85.4)	57	(87.7)	98	(86.8)
Won Art Prize	41	(19.5)	57	(17.5)	98	(18.4)
Edited Paper	41	(12.2)	57	(22.8)	98	(18.4)
Science Contest	41	(26.9)	55	(27.2)	96	(27.1)
Extra Reading for Course	41	(70.7)	57	(73.7)	98	(72.4)
Overslept and Missed Class	41	(21.9)	57	(29.8)	98	(26.5)
Smoked Cigarettes	41	(9.7)	57	(35.1)	98	(24.5)
Took Vitamins	41	(65.9)	56	(66.1)	97	(66.0)
Volunteer Work	41	(73.2)	57	(73.7)	98	(73.4)
Tranquilizing Pill	41	(7.3)	56	(5.4)	97	(6.2)
Missed School Due to Illness	41	(78.0)	57	(77.2)	98	(77.6)
Attended Concert	41	(70.7)	57	(87.7)	98	(80.6)
Jogged[1]	41	(26.8)	57	(19.3)	98	(22.4)
Other Vigorous Exercise[1]	42	(64.3)	57	(45.6)	99	(53.5)
Drank Beer[1]	42	(33.3)	57	(21.1)	99	(26.3)
Stayed Up All Night	42	(81.0)	57	(91.2)	99	(86.8)
Worked Political Campaign	40	(12.5)	56	(19.7)	96	(16.6)

STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL (Multiple response item)	No.	(%)	No.	(%)	No.	(%)
Change Major Field	38	(7.9)	54	(24.1)	92	(17.4)
Change Career Choice	38	(10.5)	54	(20.4)	92	(16.3)
Fail Course(s)	38	(0.0)	53	(0.0)	91	(0.0)
Graduate with Honors	38	(0.0)	54	(7.4)	92	(4.3)
Elected to Student Office	38	(0.0)	53	(0.0)	91	(0.0)
Job to Help College Expenses	38	(26.3)	53	(43.4)	91	(36.3)
Work Full-time in College	38	(0.0)	53	(1.9)	91	(1.1)
Join Social Club	38	(23.7)	53	(24.5)	91	(24.2)
Live in Coed Dorm	38	(28.9)	53	(41.5)	91	(36.3)
Play Varsity/Intercollegiate Sports	38	(18.4)	53	(9.4)	91	(13.2)
Elected to Honor Society	37	(0.0)	51	(3.9)	88	(2.3)
Make at Least "B" Average	38	(26.3)	53	(26.4)	91	(26.4)

STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL (Continued)	No. (%)	No. (%)	No. (%)
Need Extra Time for Degree[2]	38 (44.7)	52 (32.7)	90 (37.8)
Tutoring[2]	38 (31.6)	53 (41.5)	91 (37.4)
Have to Work a Job in College	38 (13.2)	53 (30.2)	91 (23.1)
Vocational Counseling[2]	38 (34.2)	51 (27.4)	89 (30.4)
Individual Counseling[2]	38 (21.1)	51 (15.7)	89 (18.0)
Get Degree	38 (55.3)	51 (64.7)	89 (60.7)
Student Protests or Demonstration[2]	38 (7.9)	50 (2.0)	88 (4.5)
Drop Out of UNCW Temporarily[2]	38 (13.1)	53 (7.5)	91 (9.9)
Drop Out of UNCW Permanently[2]	38 (7.9)	53 (1.9)	91 (4.4)
Transfer[2]	38 (55.2)	52 (57.7)	90 (56.6)
Be Satisfied with UNCW	38 (21.1)	50 (56.1)	88 (40.9)
Find a Deg-Related Job after College	38 (57.9)	53 (67.9)	91 (63.7)
Get Married in College	38 (2.6)	53 (5.7)	91 (4.4)
Get Married within Yr after College[2]	38 (36.8)	53 (54.7)	91 (47.3)
SOURCES FOR FIRST YEAR EDUCATIONAL EXPENSES			
PARENTAL AID	N= 32	48	80
None	(3.1)	(4.2)	(3.7)
$1 - $499	(3.1)	(16.7)	(11.3)
$500 - $999	(15.6)	(6.3)	(10.0)
$1,000 - $1,499	(18.8)	(8.3)	(12.5)
$1,500 - $2,000	(6.3)	(16.6)	(12.5)
Over $2,000	(53.1)	(47.9)	(50.0)
	(100.0)	(100.0)	(100.0)
GRANTS & SCHOLARSHIPS:			
Pell Grant	N= 13	25	38
None	(61.5)	(72.0)	(68.4)
$1 - $499	(0.0)	(4.0)	(2.6)
$500 - $999	(23.1)	(0.0)	(7.9)
$1,000 - $1,499	(7.7)	(16.0)	(13.2)
$1,500 - $2,000	(7.7)	(4.0)	(5.3)
Over $2,000	(0.0)	(4.0)	(2.6)
	(100.0)	(100.0)	(100.0)
Supplemental Education Opportunity Grant	N= 13	20	33
None	(92.3)	(100.0)	(97.0)
$1,000 - $1,499	(7.7)	(0.0)	(3.0)
	(100.0)	(100.0)	(100.0)
State Scholarship or Grant	N= 12	22	34
None	(91.7)	(90.9)	(91.2)
$500 - $999	(8.3)	(9.1)	(8.8)
	(100.0)	(100.0)	(100.0)
College Grant	N= 13	23	36
None	(84.6)	(82.6)	(83.3)
$1 - $499	(0.0)	(4.3)	(2.8)
$500 - $999	(7.7)	(0.0)	(2.8)
$1,500 - $2,000	(7.7)	(8.7)	(8.3)
Over $2,000	(0.0)	(4.3)	(2.8)
	(100.0)	(100.0)	(100.0)

Other Private Grant	N= 13	21	34
None	(84.6)	(95.2)	(91.2)
$1 - $499	(15.4)	(0.0)	(5.9)
Over $2,000	(0.0)	(4.8)	(2.9)
	(100.0)	(100.0)	(100.0)
LOANS			
Federal Government Student Loan	N= 13	22	35
None	(69.2)	(72.8)	(71.4)
$1 - $499	(7.7)	(9.1)	(8.6)
$500 - $999	(7.7)	(0.0)	(2.9)
$1,000 - $1,499	(0.0)	(4.5)	(2.9)
$1,500 - $2,000	(7.7)	(9.1)	(8.6)
Over $2,000	(7.7)	(4.5)	(5.6)
	(100.0)	(100.0)	(100.0)
National Defense Student Loan	N= 12	21	33
None	(100.0)	(85.7)	(91.0)
$1,000 - $1,499	(0.0)	(4.8)	(3.0)
$1,500 - $2,000	(0.0)	(4.8)	(3.0)
Over $2,000	(0.0)	(4.8)	(3.0)
	(100.0)	(100.0)	(100.0)
College Loan	N= 12	21	33
None	(83.3)	(95.2)	(90.9)
$500 - $999	(16.7)	(0.0)	(6.1)
Over $2,000	(0.0)	(4.8)	(3.0)
	(100.0)	(100.0)	(100.0)
Other Loan	N= 12	21	33
None	(91.7)	(95.2)	(94.0)
$1 - $499	(8.3)	(0.0)	(3.0)
$1,000 - $1,499	(0.0)	(4.8)	(3.0)
	(100.0)	(100.0)	(100.0)
WORK AND SAVINGS			
College Work-Study Grant	N= 11	23	34
None	(100.0)	(87.0)	(91.2)
$500 - $999	(0.0)	(8.7)	(5.9)
$1,000 - $1,499	(0.0)	(4.3)	(2.9)
	(100.0)	(100.0)	(100.0)
Part-Time Employment	N= 20	27	47
None	(40.0)	(51.9)	(46.8)
$1 - $499	(30.0)	(40.7)	(36.2)
$500 - $999	(15.0)	(3.7)	(8.5)
$1,000 - $1,499	(5.0)	(3.7)	(4.3)
$1,500 - $2,000	(5.0)	(0.0)	(2.1)
Over $2,000	(5.0)	(0.0)	(2.1)
	(100.0)	(100.0)	(100.0)
Full-Time Employment	N= 16	23	39
None	(100.0)	(100.0)	(100.0)

Savings from Summer Work	N= 23	33	56
None	(17.4)	(30.4)	(25.0)
$1 - $499	(39.1)	(42.4)	(41.1)
$500 - $999	(26.1)	(12.1)	(17.8)
$1,000 - $1,499	(13.0)	(9.1)	(10.7)
$1,500 - $2,000	(4.4)	(3.0)	(3.6)
Over $2,000	(0.0)	(3.0)	(1.8)
	(100.0)	(100.0)	(100.0)
Other Savings	N= 16	27	43
None	(68.8)	(70.4)	(69.7)
$1 - $499	(18.7)	(11.1)	(14.0)
$500 - $999	(12.5)	(0.0)	(4.7)
$1,000 - $1,499	(0.0)	(7.4)	(4.7)
$1,500 - $2,000	(0.0)	(7.4)	(4.7)
Over $2,000	(0.0)	(3.7)	(2.2)
	(100.0)	(100.0)	(100.0)
Spouse	N= 17	24	41
None	(100.0)	(100.0)	(100.0)
Personal G.I. Benefits	N= 12	21	33
None	(100.0)	(100.0)	(100.0)
Parent's G.I. Benefits	N= 13	21	34
None	(84.6)	(100.0)	(94.2)
$500 - $999	(7.7)	(0.0)	(2.9)
$1,000 - $1,499	(7.7)	(0.0)	(2.9)
	(100.0)	(100.0)	(100.0)
Social Security Benefits	N= 12	20	32
None	(100.0)	(100.0)	(100.0)
Other Sources of Support	N= 12	19	31
None	(91.7)	(94.7)	(93.6)
$1 - $499	(0.0)	(5.3)	(3.2)
$500 - $999	(8.3)	(0.0)	(3.2)
	(100.0)	(100.0)	(100.0)
RESIDENCY PLANNED DURING FALL TERM	N= 41	56	97
With Parents or Relatives	(19.5)	(19.6)	(19.7)
Other Private Home or Apartment	(7.3)	(8.9)	(8.2)
College Dorm	(53.4)	(66.1)	(64.9)
Fraternity or Sorority	(0.0)	(0.0)	(0.0)
Other Campus Housing	(9.8)	(5.4)	(7.2)
Other	(0.0)	(0.0)	(0.0)
	(100.0)	(100.0)	(100.0)
RESIDENCE PREFERRED DURING FALL TERM	N= 31	49	80
With Parents or Relatives	(0.0)	(10.2)	(6.3)
Other Private Home or Apartment	(48.4)	(22.4)	(32.5)
College Dorm	(25.8)	(36.7)	(32.5)
Fraternity or Soriety House	(16.1)	(6.2)	(10.0)
Other Campus Housing	(9.7)	(20.4)	(16.2)
Other	(0.0)	(4.1)	(2.5)
	(100.0)	(100.0)	(100.0)

ORIENTATION SESSION ATTENDED	N= 41	55	96
June 14-15, 1984	(29.3)	(38.2)	(34.1)
June 17-18, 1984	(46.3)	(23.6)	(33.3)
June 21-22, 1984	(24.4)	(38.2)	(32.6)
	(100.0)	(100.0)	(100.0)
PARENTS ATTENDED	N= 37	50	87
Yes	(40.5)	(34.0)	(36.8)
No	(59.5)	(66.0)	(63.2)
	(100.0)	(100.0)	(100.0)
DECISION TO ATTEND AFTER ACCEPTED TO UNCW	N= 37	49	86
January - March	(67.6)	(51.0)	(58.1)
April - June	(18.9)	(22.5)	(20.9)
June - September	(0.0)	(0.0)	(0.0)
October - December	(10.8)	(24.5)	(18.7)
More Than One Year Ago	(2.7)	(2.0)	(2.3)
	(100.0)	(100.0)	(100.0)
DENIED ON-CAMPUS HOUSING	N= 36	50	86
Yes	(2.8)	(6.0)	(4.7)
No	(80.6)	(74.0)	(76.7)
Did Not Apply	(16.6)	(20.0)	(18.6)
	(100.0)	(100.0)	(100.0)
PROGRAMS CONSIDERED VERY IMPORTANT FOR STUDENTS (Multiple response item)	N= 36	49	85
Alcohol Education	(22.2)	(30.6)	(27.1)
Fraternity/Sorority System	(38.9)	(40.8)	(40.0)
Intramurals	(38.9)	(36.7)	(37.6)
Sports Clubs	(50.0)	(32.7)	(40.0)
Leadership Development	(33.3)	(40.8)	(37.6)
Sex Education	(44.4)	(42.9)	(43.5)

NOTES:

*Number of Students (N) represents total who responded to each question. Percentages are based on column totals. Not all 99 students answered all questions. Some items are multiple response questions so may exceed 100%.

[1]Frequently only, all other items frequently plus occasionally.

[2]Very good chance plus some chance, all other items very good.

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174915

PLEASE PRINT YOUR NAME _____ (First / Middle or Maiden / Last)

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____ ( ) _____ (Area Code / Home Phone No.)

When were you born?

Month (01-12) Day (01-31) Year

1984 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

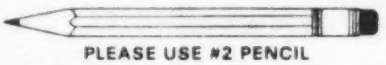
- Use only black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes ○ No ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Research Institute at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.



PLEASE USE #2 PENCIL

Sincerely,

Alexander W. Astin

Alexander W. Astin, Director
Higher Education Research Institute

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED

GRP. CODE

1 Your sex: Male ○ Female ○

2 How old will you be on December 31 of this year? (Mark one)

16 or younger ○ 21-24 ○
17 ○ 25-29 ○
18 ○ 30-39 ○
19 ○ 40-54 ○
20 ○ 55 or older ○

3 In what year did you graduate from high school? (Mark one)

1984 ○ Did not graduate but
1983 ○ passed G.E.D. test ○
1982 ○ Never completed
1981 or earlier ○ high school ○

4 Are you enrolled (or enrolling) as a (Mark one)
Full-time student? ○
Part-time student? ○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or ✗'s. Thank You.)

5 Where did you get the money to pay for college this year? (Write in actual dollar amounts; write 0 if none)

Grants and scholarships $
All loans $
Work or savings $
Parents and/or spouse $
Other sources $

6a How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?
1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

6b How many of these dependents other than yourself are currently attending college?
None ○ 1 ○ 2 ○ 3 or more ○

7 What was your average grade in high school? (Mark one)

A or A+ ○ B ○ C ○
A ○ B ○ D ○
B+ ○ C+ ○

8 Where did you rank academically in your high school graduating class? (Mark one)

Top 20% ○ Fourth 20% ○
Second 20% ○ Lowest 20% ○
Middle 20% ○

9 Are you: (Mark one)
Not presently married ○
Married, living with spouse ○
Married, not living with spouse ○

10 Prior to this term, have you ever taken courses for credit at this institution?
Yes ○ No ○

11 Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
No	○	○
Yes, at a junior or comty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

12 From what kind of secondary school did you graduate? (Mark one)

Public ○
Private (denominational) ○
Private (nondenominational) ○
Other ○

13 Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need		Have Had	Will Need
English	○	○	Social studies	○	○
Reading	○	○	Science	○	○
Mathematics	○	○	Foreign language	○	○

14 Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

15 Is this college your: (Mark one)
First choice? ○ Less than third
Second choice? ○ choice? ○
Third choice? ○

16 To how many colleges other than this one did you apply for admission this year?
None other ○ 1 ○ 3 ○ 5 ○
2 ○ 4 ○ 6 or more ○

Note: If you applied to only one college other than this one, please indicate that in the space provided.

17 How many other acceptances did you receive this year? (Mark one)
None ○ 1 ○ 3 ○ 5 ○
2 ○ 4 ○ 6 or more ○

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	$1–$499	$500–$999	$1,000–$1,499	$1,500–$2,000	Over $2,000
a. My Own or Family Resources						
Parents, other relatives, or friends	○	○	○	○	○	○
Spouse	○	○	○	○	○	○
Savings from summer work	○	○	○	○	○	○
Other savings	○	○	○	○	○	○
Full-time job while in college	○	○	○	○	○	○
Part-time job while in college	○	○	○	○	○	○
b. Aid Which Need Not Be Repaid						
Pell Grant	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○
State Scholarship or Grant	○	○	○	○	○	○
College Work Study Grant	○	○	○	○	○	○
College Grant Scholarship (other than above)	○	○	○	○	○	○
Other private grant	○	○	○	○	○	○
Your GI benefits	○	○	○	○	○	○
Your parent's GI benefits	○	○	○	○	○	○
Other government aid (ROTC, BIA, Social Security, etc.)	○	○	○	○	○	○
c. Aid Which Must Be Repaid						
Federal Guaranteed Student Loan	○	○	○	○	○	○
National Direct Student Loan	○	○	○	○	○	○
Other College Loan	○	○	○	○	○	○
Other Loan	○	○	○	○	○	○
d. Other Than Above	○	○	○	○	○	○

If you are receiving any form of aid indicated in sections b or c, please answer Question No. 19. Otherwise go on to Question 20.

19. Was the aid you are receiving awarded on the basis of:

(Mark all that apply)	Yes	No
Academic merit	○	○
Financial need	○	○
Athletic talent	○	○
Other talent (music, art, etc.)	○	○
Other	○	○

20. Were you last year, or will you be this year:

	Last Year	This Year
Living with your parents (for more than five consecutive weeks)	○	○
Listed as a dependent on your parents' Federal Income Tax Return	○	○
Receiving assistance worth $600 or more from your parents	○	○

21. Are you: (Mark all that apply)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Asian-American/Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

22. Are you a U.S. citizen? ○ Yes ○ No

23. Are you a twin? (Mark one)

- No ○
- Yes, identical ○
- Yes, fraternal ○

24. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (occasionally). Mark (N) (not at all) if you have not performed the activity during the past year.

(Mark one for each item)	Frequently	Occasionally	Not at all
Participated in a speech or debate contest	(F)	(O)	(N)
Wrote a computer program	(F)	(O)	(N)
Played a musical instrument	(F)	(O)	(N)
Took a course on TV	(F)	(O)	(N)
Took a computer-assisted course	(F)	(O)	(N)
Attended a religous service	(F)	(O)	(N)
Elected president of one or more student organizations	(F)	(O)	(N)
Participated in a music contest	(F)	(O)	(N)
Was bored in class	(F)	(O)	(N)
Had a major part in a play	(F)	(O)	(N)
Won a varsity letter for sports	(F)	(O)	(N)
Failed to complete a homework assignment on time	(F)	(O)	(N)
Won a prize or award in an art competition	(F)	(O)	(N)
Edited the school paper, year-book, or literary magazine	(F)	(O)	(N)
Participated in a science contest	(F)	(O)	(N)
Did extra (unassigned) work reading for a course	(F)	(O)	(N)
Overslept and missed a class or appointment	(F)	(O)	(N)
Smoked cigarettes	(F)	(O)	(N)
Took vitamins	(F)	(O)	(N)
Performed volunteer work	(F)	(O)	(N)
Took a tranquilizing pill	(F)	(O)	(N)
Missed school because of illness	(F)	(O)	(N)
Attended a public recital or concert	(F)	(O)	(N)
Jogged	(F)	(O)	(N)
Other vigorous exercise	(F)	(O)	(N)
Drank beer	(F)	(O)	(N)
Stayed up all night	(F)	(O)	(N)
Worked in a local, state, or national political campaign	(F)	(O)	(N)

25. How many miles is this college from your permanent home? (Mark one)

- 5 or less ○
- 6–10 ○
- 11–50 ○
- 51–100 ○
- 101–500 ○
- More than 500 ○

26. What is the highest academic degree that you intend to obtain?

(Mark one in each column)	Highest Planned	Highest Planned at this college
None	○	○
Vocational certificate	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S. or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.DIV. (Divinity)	○	○
Other	○	○

27. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	(V)	(S)	(N)
I could not find a job	(V)	(S)	(N)
I wanted to get away from home	(V)	(S)	(N)
To be able to get a better job	(V)	(S)	(N)
To gain a general education and appreciation of ideas	(V)	(S)	(N)
To improve my reading and study skills	(V)	(S)	(N)
There was nothing better to do	(V)	(S)	(N)
To make me a more cultured person	(V)	(S)	(N)
To be able to make more money	(V)	(S)	(N)
To learn more about things that interest me	(V)	(S)	(N)
To meet new and interesting people	(V)	(S)	(N)
To prepare myself for graduate or professional school	(V)	(S)	(N)

28. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

29. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

30. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

- Less than $4,000 ○
- $4,000–5,999 ○
- $6,000–7,999 ○
- $8,000–9,999 ○
- $10,000–12,499 ○
- $12,500–14,999 ○
- $15,000–19,999 ○
- $20,000–24,999 ○
- $25,000–29,999 ○
- $30,000–34,999 ○
- $35,000–39,999 ○
- $40,000–49,999 ○
- $50,000–99,999 ○
- $100,000 or more ○

31. What is the highest level of formal education obtained by your parents?

(Mark one in each column)	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

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32. Mark only three responses, one in each column.

(M) Your mother's occupation.
(F) Your father's occupation.
(Y) Your probable career occupation.

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	M

33. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social activities	V	S	N
I was offered financial assistance	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live near home	V	S	N
A friend suggested attending	V	S	N
A college rep recruited me	V	S	N
The athletic dept. recruited me	V	S	N
This college's graduates gain admission to top graduate/professional schools	V	S	N
This college's graduates get good jobs	V	S	N
Not offered financial aid by first choice college	V	S	N

34. Do you have a disability? (Mark all that apply)

None	◯	Learning disability	◯
Hearing	◯	Health-related	◯
Speech	◯	Partially sighted or blind	◯
Orthopedic	◯	Other	◯

35. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	Y	F	M
Buddhist	Y	F	M
Congregational (U C C)	Y	F	M
Eastern Orthodox	Y	F	M
Islamic	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Unitarian-Universalist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

36. During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	½	1	2	3	4	5 or more
English	0	½	1	2	3	4	5
Mathematics	0	½	1	2	3	4	5
Foreign Language	0	½	1	2	3	4	5
Physical Science	0	½	1	2	3	4	5
Biological Science	0	½	1	2	3	4	5
History/Am. Govt.	0	½	1	2	3	4	5
Other Social Studies	0	½	1	2	3	4	5
Computer Science	0	½	1	2	3	4	5
Art and/or Music	0	½	1	2	3	4	5

BE SURE TO ANSWER QUESTIONS 35 AND 36.

37. Mark one in each row:

(1) Disagree Strongly
(2) Disagree Somewhat
(3) Agree Somewhat
(4) Agree Strongly

The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
The Federal government is not doing enough to promote disarmament	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government should do more to discourage energy consumption	4	3	2	1
Federal military spending should be increased	4	3	2	1
The death penalty should be abolished	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Abortion should be legalized	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Busing is O.K. if it helps to achieve racial balance in the schools	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
College officials have the right to regulate student behavior off campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College grades should be abolished	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4	3	2	1
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	4	3	2	1

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied ○
- English (language and literature) ○
- History ○
- Journalism ○
- Language and Literature (except English) ○
- Music ○
- Philosophy ○
- Speech ○
- Theater or Drama ○
- Theology or Religion ○
- Other Arts and Humanities ○

BIOLOGICAL SCIENCE
- Biology (general) ○
- Biochemistry or Biophysics ○
- Botany ○
- Marine (Life) Science ○
- Microbiology or Bacteriology ○
- Zoology ○
- Other Biological Science ○

BUSINESS
- Accounting ○
- Business Admin. (general) ○
- Finance ○
- Marketing ○
- Management ○
- Secretarial Studies ○
- Other Business ○

EDUCATION
- Business Education ○
- Elementary Education ○
- Music or Art Education ○
- Physical Education or Recreation ○
- Secondary Education ○
- Special Education ○
- Other Education ○

ENGINEERING
- Aeronautical or Astronautical Eng ○
- Civil Engineering ○
- Chemical Engineering ○
- Electrical or Electronic Engineering ○
- Industrial Engineering ○
- Mechanical Engineering ○
- Other Engineering ○

PHYSICAL SCIENCE
- Astronomy ○
- Atmospheric Science (incl. Meteorology) ○
- Chemistry ○
- Earth Science ○
- Marine Science (incl. Oceanography) ○
- Mathematics ○
- Physics ○
- Statistics ○
- Other Physical Science ○

PROFESSIONAL
- Architecture or Urban Planning ○
- Home Economics ○
- Health Technology (medical, dental, laboratory) ○
- Library or Archival Science ○
- Nursing ○
- Pharmacy ○
- Predental, Premedicine, Preveterinary ○
- Therapy (occupational, physical, speech) ○
- Other Professional ○

SOCIAL SCIENCE
- Anthropology ○
- Economics ○
- Ethnic Studies ○
- Geography ○
- Political Science (gov't., international relations) ○
- Psychology ○
- Social Work ○
- Sociology ○
- Women's Studies ○
- Other Social Science ○

TECHNICAL
- Building Trades ○
- Data Processing or Computer Programming ○
- Drafting or Design ○
- Electronics ○
- Mechanics ○
- Other Technical ○

OTHER FIELDS
- Agriculture ○
- Communications (radio, T.V., etc.) ○
- Computer Science ○
- Forestry ○
- Law Enforcement ○
- Military Science ○
- Other Field ○
- Undecided ○

39. Indicate the importance to you personally of each of the following: (Mark one for each item)

(N) Not Important — (S) Somewhat Important — (V) Very Important — (E) Essential

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

40. What is your best guess as to the chances that you will: (Mark one for each item)

(N) No Chance — (L) Very Little Chance — (S) Some Chance — (V) Very Good Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Get a job to help pay for college expenses?	V	S	L	N
Work full time while attending college?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Play varsity/intercollegiate athletics?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Get tutoring help in specific courses?	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Participate in student protests or demonstrations?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Find a job after college in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Get married within a year after college? (skip if married)	V	S	L	N

The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ○ No ○

41. (A) (B) (C) (D) (E)	The remaining circles are provided for items specifically designed by your college rather than by the Higher Education Research Institute. If your college has chosen to use the circles, observe carefully the supplemental directions given you.	46. (A) (B) (C) (D) (E)	
42. (A) (B) (C) (D) (E)		47. (A) (B) (C) (D) (E)	
43. (A) (B) (C) (D) (E)		48. (A) (B) (C) (D) (E)	
44. (A) (B) (C) (D) (E)		49. (A) (B) (C) (D) (E)	
45. (A) (B) (C) (D) (E)	**THANK YOU!**	50. (A) (B) (C) (D) (E)	

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